

ASSESSMENT: SUMMATIVE AND FORMATIVE PRACTICES IN LANGUAGE LEARNING AND TEACHING (ASSESSMENT)

**U.S. DEPARTMENT OF STATE - E-TEACHER SCHOLARSHIP PROGRAM
UNIVERSITY OF OREGON, DEPARTMENT OF LINGUISTICS, AMERICAN ENGLISH INSTITUTE**

Course Overview

This course will involve participants with the theory and practice of the major components of assessment, with a particular focus on English as a Foreign Language and addressing all four skill areas. Types of assessment covered include needs, diagnostic, proficiency, achievement, formative, alternative, summative, standardized, strength-based, and differentiated. Participants will also explore aligning assessment to behavioral objectives and course goals, giving learners effective and helpful feedback, developing rubrics and tests, evaluating assessment with item analysis, and looking at reliability and validity.

Articles and other readings give participants a firm foundation in assessment theory, and they will put theory into practice with an array of weekly practical applications, assignments, discussions, and tasks that include creating different types of assessments and feedback. The course will end with an assessment project organized as a WebQuest.

Special requirements: Appropriate for teachers of all audiences. This is an advanced course with a demanding reading and writing load. Participants should be prepared to apply new knowledge to local curricula, units, and lessons.

Learning Objectives

By the end of this course, participants will be able to

- differentiate among the major types of assessment
- create samples of the different types of assessment for use in their classrooms, including alternative assessment
- analyze language assessment of the four skill areas
- develop a major assessment task appropriate for their own teaching contexts

Course Scope and Sequence

Week 1: Course introduction, readings about general assessment concepts

Week 2: Placement assessment principles and practice

Week 3: Needs assessment

Week 4: Formative assessment and meaningful feedback

Week 5: Alternative assessment; strength-based, differentiated learning

Week 6: Alternative assessment; project work

Week 7: Summative assessment; project work

Week 8: Assessing the assessment (item analysis, validity, reliability); project work

Week 9: Final project and peer feedback; projects due

Week 10: Course wrap-up and evaluation

Course Requirements for Certificate of Completion

Course participants will be required to

- complete all reading assignments
- participate in weekly online discussions by posting thoughts and reflections about the readings and commenting on the posts of other course participants
- for a group of identified learners, define course goals, develop behavioral objectives, and create meaningful assessment related to goals and objectives; write rubrics; identify situations appropriate for alternative assessment and strength-based assessment, and describe the assessment; identify means of formative assessment; create examples of summative assessment with appropriate feedback
- give meaningful feedback to fellow participants
- complete a final project of an assessment tool that includes a needs assessment, description of the teaching context and learners, purpose of the assessment, sample assessment items, plan for evaluating validity and reliability, and rubric or scoring method

This class is pass/no pass. Participants receive a final score (maximum = 100 percent) at the end of the course. Participants with a final score of 70 percent or higher will pass the course.

Participants each receive an overall percentage score and grade for this class based on work in two areas: online discussions and tasks (75 percent of the total grade), and final project (25 percent). The instructors provide feedback in a combination of points and written comments.

Sample Materials and Resources

- Articles from the *English Teaching Forum* journal, americanenglish.state.gov/english-teaching-forum
- *Developing Classroom Performance Assessments and Scoring Rubrics*, by Barbara Moskal
- *Scoring Rubrics: What, When, How?* by Barbara Moskal
- *The Cart before the Horse: Assessing for Understanding*, by Rebecca Simmons
- *Affective Assessment: The Missing Piece of the Educational Reform Puzzle*, by Ramona Hall
- *Implementing Performance Assessment in the Classroom*, by Brualdi